

Mitchell Elementary

2 Perry St.
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	281 Students	
Principal	Anne E. Goodman	843-724-7262
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	50	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	Yes
2005	Below Average	Unsatisfactory	No

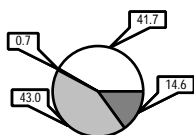
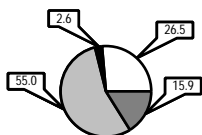
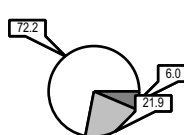
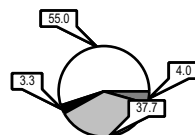
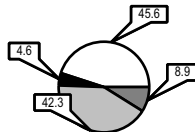
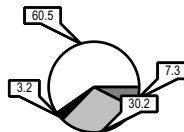
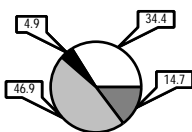
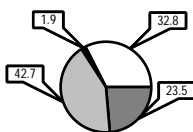
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	160	100.0	41.7	43.0	14.6	0.7	22.5	Yes	Yes
Gender									
Male	79	100.0	50.7	38.7	10.7	0.0	16.0		
Female	81	100.0	32.9	47.4	18.4	1.3	28.9		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	160	100.0	41.7	43.0	14.6	0.7	22.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	137	100.0	36.4	46.5	16.3	0.8	24.8		
Disabled	23	100.0	72.7	22.7	4.5	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	160	100.0	41.7	43.0	14.6	0.7	22.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	160	100.0	41.7	43.0	14.6	0.7	22.5		
Socio-Economic Status									
Subsidized meals	146	100.0	44.5	43.8	10.9	0.7	19.0	No	Yes
Full-pay meals	14	100.0	14.3	35.7	50.0	0.0	57.1		

Mathematics – State Performance Objective = 36.7%									
All Students	160	100.0	26.5	55.0	15.9	2.6	29.8	Yes	Yes
Gender									
Male	79	100.0	33.3	52.0	12.0	2.7	22.7		
Female	81	100.0	19.7	57.9	19.7	2.6	36.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	160	100.0	26.5	55.0	15.9	2.6	29.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	137	100.0	23.3	56.6	17.1	3.1	31.8		
Disabled	23	100.0	45.5	45.5	9.1	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	160	100.0	26.5	55.0	15.9	2.6	29.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	160	100.0	26.5	55.0	15.9	2.6	29.8		
Socio-Economic Status									
Subsidized meals	146	100.0	27.7	55.5	15.3	1.5	26.3	No	Yes
Full-pay meals	14	100.0	14.3	50.0	21.4	14.3	64.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	160	100.0	72.2	21.9	6.0	0.0	6.0
Gender							
Male	79	100.0	76.0	20.0	4.0	0.0	4.0
Female	81	100.0	68.4	23.7	7.9	0.0	7.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	160	100.0	72.2	21.9	6.0	0.0	6.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	137	100.0	71.3	21.7	7.0	0.0	7.0
Disabled	23	100.0	77.3	22.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	160	100.0	72.2	21.9	6.0	0.0	6.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	160	100.0	72.2	21.9	6.0	0.0	6.0
Socio-Economic Status							
Subsidized meals	146	100.0	75.9	19.7	4.4	0.0	4.4
Full-pay meals	14	100.0	35.7	42.9	21.4	0.0	21.4

Social Studies							
All Students	160	100.0	55.0	37.7	4.0	3.3	7.3
Gender							
Male	79	100.0	61.3	32.0	1.3	5.3	6.7
Female	81	100.0	48.7	43.4	6.6	1.3	7.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	160	100.0	55.0	37.7	4.0	3.3	7.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	137	100.0	53.5	38.8	3.9	3.9	7.8
Disabled	23	100.0	63.6	31.8	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	160	100.0	55.0	37.7	4.0	3.3	7.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	160	100.0	55.0	37.7	4.0	3.3	7.3
Socio-Economic Status							
Subsidized meals	146	100.0	58.4	35.8	3.6	2.2	5.8
Full-pay meals	14	100.0	21.4	57.1	7.1	14.3	21.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	39	100.0	21.6	35.1	43.2	N/A	43.2
	4	49	100.0	38.3	53.2	8.5	N/A	8.5
	5	52	100.0	46.0	48.0	6.0	N/A	6.0
	6	61	100.0	67.9	26.8	5.4	N/A	5.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	100.0	7.7	42.3	50.0	0.0	50.0
	4	39	100.0	39.5	55.3	5.3	0.0	5.3
	5	45	100.0	51.2	44.2	4.7	0.0	4.7
	6	48	100.0	54.5	31.8	11.4	2.3	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	39	100.0	27.0	45.9	24.3	2.7	27.0
	4	49	100.0	40.4	46.8	12.8	N/A	12.8
	5	52	100.0	44.0	48.0	8.0	N/A	8.0
	6	61	100.0	37.5	55.4	7.1	N/A	7.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	100.0	3.8	53.8	34.6	7.7	42.3
	4	39	100.0	39.5	44.7	13.2	2.6	15.8
	5	45	100.0	32.6	58.1	7.0	2.3	9.3
	6	48	100.0	22.7	61.4	15.9	0.0	15.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	26.9	50.0	23.1	0.0	23.1
	4	39	100.0	76.3	23.7	0.0	0.0	0.0
	5	45	100.0	81.4	14.0	4.7	0.0	4.7
	6	48	100.0	86.4	11.4	2.3	0.0	2.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	11.5	61.5	7.7	19.2	26.9
	4	39	100.0	60.5	36.8	2.6	0.0	2.6
	5	45	100.0	60.5	34.9	4.7	0.0	4.7
	6	48	100.0	70.5	27.3	2.3	0.0	2.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 281)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Up from 1.3%	3.9%	3.0%
Attendance rate	95.6%	Up from 95.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.8%	3.2%
Eligible for gifted and talented	3.1%	Down from 3.9%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Down from 6.6%	8.0%	8.2%
Older than usual for grade	0.4%	Up from 0.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	37.5%	Up from 34.5%	50.0%	52.6%
Continuing contract teachers	58.3%	Down from 72.4%	77.4%	83.3%
Highly qualified teachers	91.3%	Up from 76.2%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	73.7%	Down from 74.1%	83.0%	87.0%
Teacher attendance rate	96.4%	Down from 96.6%	94.9%	95.0%
Average teacher salary	\$40,366	Up 9.7%	\$40,366	\$41,703
Prof. development days/teacher	18.1 days	Up from 13.9 days	14.4 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 15.4 to 1	16.4 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.9%	88.8%	89.8%
Dollars spent per pupil*	\$7,418	Up 25.5%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	64.4%	Down from 66.1%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is with pleasure that the administration and staff at Mitchell Elementary School provide this annual report to the community. We are proud of the number of exemplary programs and initiatives implemented and the continuous improvement in academics, student behavior, and parental involvement, and in a community striving to make Mitchell Elementary School a "School of Excellence". We are dedicated to providing a safe and nurturing environment where students can reach their educational potential and become productive citizens.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, involving children and parents in the learning process, and providing staff development that is meaningful in enhancing the school's growth. As a school, we are committed to providing a meaningful experience for all students and ensuring that learning is an ongoing process for all.

Our challenges are improving our PACT scores and parental involvement. We are working on finding ways to have parents be supportive and take an active role in their child's education. This year we became a Reading First School addressing the five components: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Reading First, the Renaissance Model, MAP, Success Maker, Tungsten and other initiatives allow us to meet the diversity of our students' needs. Administration, staff, PTA, School Improvement Council, and business organizations work together and strive to involve all parents in reaching our vision for the school. We can accomplish all goals when staff, parents, students, and the community work together as partners.

Sincerely,

Anne E. Goodman, Principal

David Wingard, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	46	41
Percent satisfied with learning environment	100.0%	91.1%	84.2%
Percent satisfied with social and physical environment	100.0%	87.0%	85.0%
Percent satisfied with school-home relations	51.9%	88.9%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.